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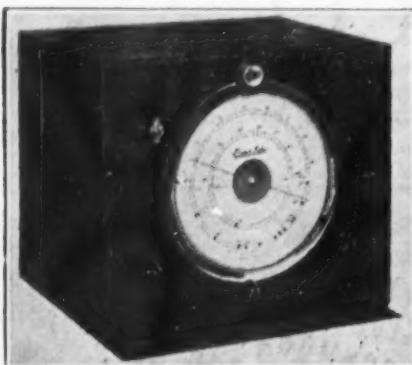
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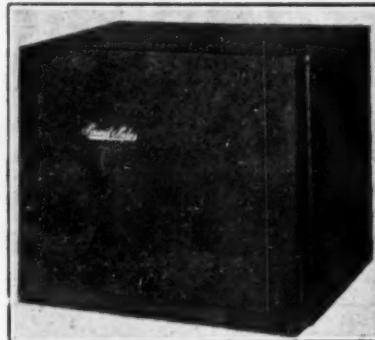


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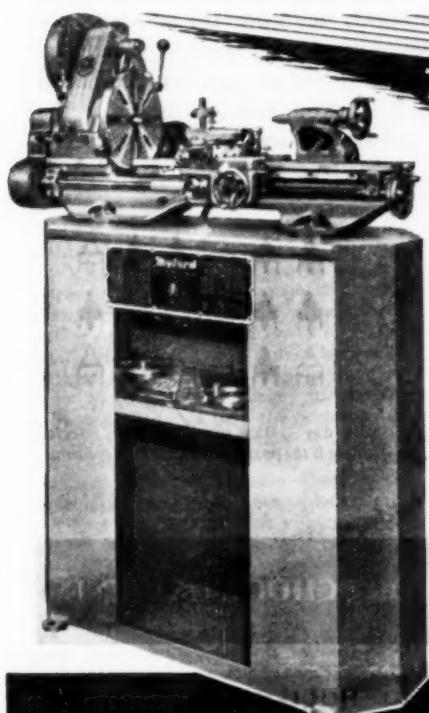
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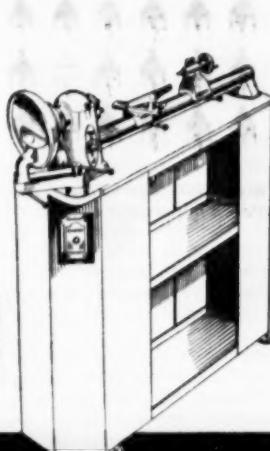


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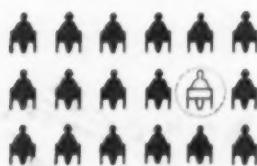
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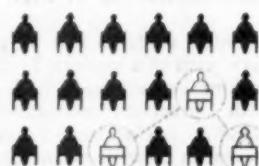
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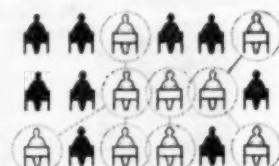
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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,329. VOL. CXLV.

DECEMBER, 1952

Education for Citizenship

BY E. FRANK CANDLIN.

If society is to avoid running on the rocks it must discover new springs of action, new standards by which people will be ready to shape their lives. The old guide-ropes of established social order—each man in his place, but kept from bitterness by careers open to talent—have gone for ever. It is indeed the century of the common man. But with the old order are fast disappearing the old incentives—noblesse oblige for the "haves," the ultimate sanction of the sack for the "have-nots," and, by reason of deterrent taxation, the profit-motive for all. If the prevailing mood of couldn't-care-less is not to bring us down, some positive, constructive attitude must be found to replace it.

This is very generally conceded, at least among thinking people, and, in the manner of the age, it is the fashion to "pass the buck" of responsibility to another generation, and therefore to the schools. "Inculcate high moral values and exalted standards of conduct in young people and leave us to carry on with our grey market transactions, our daily thefts of employers' time and property, our neglect of civic duties, our search for money for jam," runs the current prescription. And the results are very largely what might have been expected.

This is not to say that the schools can or should do nothing. What contribution they can be expected to make it is our purpose to consider here. But the real-life example that will give force and meaning to precept and practice in school must come from the adult world outside, first in the home and later in the wider fields of industry, commerce and the professions. Without this example, the painstaking work of conscientious teachers who (for singularly meagre rewards) are building the citizens of tomorrow will go for nothing.

What the schools can do in the way of education for citizenship must depend upon the kind of product we wish to turn out. What is the "good citizen"? It is partly a matter of knowledge, partly of attitude; good citizenship, that is, flows from what a man knows and what he is.

Clearly in a complex society such as ours a man must know what are his privileges and responsibilities; he must know something of how the organism of which he is a part functions, and from whence the powers he is expected to obey derive their authority and what are his and his family's rights in relation thereto. He must know, at least in outline, the pattern of local and central government and how his own town or village fits into the system, and if he is to understand that system he ought to know how it has grown up. All this is a comparatively simple matter of factual instruction well within the competence of any trained teacher working with any average child. Much attention has been given to the material and methods of such instruction in recent years and the schools are now well served with course-books and syllabuses of civics, social studies and current affairs.

There are those who argue that much of this factual information, being beyond the child's immediate needs and experience should be kept until he is ready to use it. But this is to ignore two important functions of education: To provide the child while the mind is receptive, with a body of information that will be useful to him in later life, and to induce a salutary attitude of humility in the face of his own inexperience.

How this knowledge is to be imparted will depend on the individual teacher. It is of little consequence whether civics is taught incidentally through history and geography, or a set time is devoted to formal instruction on "life in the community," or whether the children learn through visits, discussions and practical projects, so long as the treatment is thorough, interesting and, within the children's capacity, intelligible.

But knowledge alone is of little value. Unless what is learnt forms a spring and motive for action it is so much mere academic lumber. It is the attitude developed in the child towards his responsibilities, and indeed to life in general, that is important. It is probably true that a reasonably intelligent person could learn on his own from a manual all he requires to know of civics for good citizenship in a very short time. But for the factual lessons to amount to anything in terms of conduct and action calls for a much profounder and slower process of conditioning the individual to life in a civilised society.

Much of this conditioning process is what is often thought of as character-training; it is impossible to separate the citizen from the man. Very largely, though perhaps not entirely, the "good man" is the "good citizen." There are, however, some qualities of character which are particularly demanded by membership of a democratic society. A live sense of public service, a willingness to give to as well as take from the community, a certain pride—not narrowly nationalist but pride in the past achievements and present high standards of one's country—a breadth of outlook which can understand and sympathise with ever widening circles of the human family. These qualities are essentially practical; unless they issue in action they are nothing. And they must be acquired and strengthened in action also. A visit abroad or the entertaining of an overseas pen-friend in the child's own home will do more to promote international understanding than many exhortations, however sincere. Some co-operative enterprise which the children carry out with responsibility and on democratic lines is worth many factual lessons on our system of local government.

Not that the teacher has no part to play in this aspect of education for citizenship; his part is fundamental, dynamic rather than passive. It is from him that the children will take their standard of values. If he has any personality, it is the conduct, the reactions, the type of behaviour which

he exhibits himself and is known to approve that they will admire and seek to adopt for their own. Cynicism, scepticism, materialism, and (worst of all) empty lip-service to ideals not genuinely held can do incalculable and permanent harm at a time when the child is, consciously or unconsciously, seeking standards by which to shape the adult life that lies ahead. The responsibility of the teacher is heavy indeed; it is fortunate for the nation that the great majority of those to whom it delegates this trust so thanklessly discharge it so well.

Many devices have been tried for children in school to put these ideals of the good citizen into practice. The prefect system, which gives older children some share in the maintenance of discipline and good order, is now almost universal in the older type of secondary school and is being increasingly adopted by others. School Councils with a share in shaping school policy are not uncommon, while in most schools members of staff are tending to intervene less and less in the work of magazine-editing, play-producing, social-organizing and the like. More thorough-going schemes such as the George Junior Republic, Homer Lane's Little Commonwealth and Craddock's Class-Room Republic are not for the ordinary run of schools, particularly day schools, but their successes—and failures—hold lessons worth pondering.

One of the most urgent demands on the "good citizen" today, especially in a country with so long a tradition of stable democracy as Britain, is to preserve liberties and freedoms. Children must learn to estimate these at their true value and to recognise when they are being attacked or undermined. They must be trained to think for themselves, to distinguish the specious from the cogent, the

genuine from the spurious, the relevant from the irrelevant. They must be inoculated against slogans and clap-trap, against tendentious headlining and news-reporting, against the wiles of those who use the language of democracy and patriotism for their own ends.

But whatever high ideals the school may implant, whatever knowledge it may bestow, whatever opportunities for practical social service it may provide, it must perform remain a sheltered community, living under largely artificial conditions. Indeed, we are accustomed to judge the excellence of a school by its "tone," its ability to establish and live by its own traditions; and this is true of the good day school as well as of the boarding-school. It is in the home, therefore, that the child's life touches the life of the larger world outside. His parents and their friends have for him the prestige that even his teachers do not enjoy—they work and live and move in the "actual" world. Upon their conduct, their standards, their attitude he will base his conception of what that world is and how he should meet it. We end as we began therefore—education for citizenship is primarily a matter for out-of-school. Much can be done within the school to cement and confirm, to illuminate with knowledge and accustom by practice, but the foundations must be laid in the home circle, the only real-life community that the child knows at first hand.

Representation of Teachers on Education Committee

A report presented at the November meeting of the Surrey Education Committee stated that the General Purposes Committee had given careful consideration to requests which had been made by the Surrey Federation of Schoolmasters that they should be granted direct representation on the Committee, Divisional Executives and Local Youth Employment Committees, etc., or alternatively, that there should be re-established a Teachers' Consultative Committee on which the Federation could appoint a member.

As regards the first request the Committee expressed the opinion that the existing arrangements whereby the Surrey County Teachers' Association and the Surrey Branch of the Joint Four Secondary Associations nominate teachers for service on the Education Committee, Divisional Executives and Local Youth Employment Committees, etc., is the most satisfactory method, having regard to the need to keep all these bodies of a reasonable size, to the need that elected members shall preponderate, and to the other interests for which it is necessary to find representation.

Regarding the alternative, says the report, until the schemes for composition of the Education Committee and of Divisional Administration were made under the Education Act, 1944, no teachers serving in Surrey Schools were nominated to serve on the Education Committee and the Divisional Committees, and the Committee consider that the presence of teachers on these and other bodies at the present time, together with the arrangement which the Committee have made for the Chief Education Officer, on their behalf, to receive memoranda by representatives themselves from bodies of teachers, when they so desire, makes it unnecessary to form a Consultative Committee of Teachers.

The Committee have, therefore, informed the Surrey Federation of Schoolmasters that while their request for direct representation on the Committee and other bodies cannot be acceded to, the Authority and their officers, as in the past, will always be prepared to consider any matter connected with education which they may wish to raise.

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New Education (Miscellaneous Provisions) Bill

The text of the new Education (Miscellaneous Provisions) Bill has been published. The main purpose of the Bill is to extend the present scope of the Minister's grants to new schools for "displaced" pupils and the powers of local education authorities to build new voluntary controlled schools. The opportunity has been taken, however, to make certain other comparatively minor amendments, some of which were recommended by the Local Government Manpower Committee whose reports were recently published.

Clause 1 deals with schools for "displaced" pupils. It will enable grant from the Ministry up to fifty per cent. to be paid on new aided or special agreement schools in so far as they cater for a substantial number of pupils who have been attending, or would have attended, a similar school, but who have moved as a result of housing or town planning developments. This will help the promoters of new schools, where, as sometimes happens, children are moved to a new housing estate in small batches from several districts. Under the present Act such cases are not covered.

Clauses 2 and 3 extend the powers of the local education authorities under the 1946 Act by enabling them to build a new controlled school where this is necessary to replace other voluntary schools and also to enlarge an existing controlled school where it is educationally desirable. As the law now stands, local education authorities can only enlarge existing controlled schools. The extra accommodation must be wholly or mainly for pupils from other voluntary schools which are to be closed.

Allied with these clauses is Clause 9 which extends the Minister's present powers to make grants and loans towards the cost of voluntary schools so as to cover those cases where, instead of putting up a new building, existing premises are bought and adapted. This will help in cases where, owing to building difficulties, the best or the only course is to buy a house and convert it as a school.

Clauses 4, 7, 13 and the first amendment in the First Schedule give effect to recommendations of the Local Government Manpower Committee. Clause 4 gives the local education authority instead of the parent the duty of naming the school in a school attendance order subject, however, to a clear right of appeal by the parent. It is designed simply to avoid delay. Clause 7 clarifies the powers of local education authorities to pay the fees in full of pupils attending direct-grant, independent and non-maintained special schools. Clause 13 reduces the period of public notices for establishing or closing schools from three to two months. The amendment in the Schedule removes any obligation on a local education authority or promoters to proceed with a new school, irrespective of circumstances, once it has been approved by the Minister.

Clauses 5 and 6 remove any doubt as to the duty of local education authorities in England and Wales and education authorities in Scotland to provide their own school dental service. Under the present Act there is nothing to prevent them making use of the National Health Service for this purpose.

Clause 8 introduces into the field of further education the principle of recouping and pooling of expenditure where a local education authority provides education for a pupil not belonging to its area.

Clause 10 is intended to clear up doubt about the position of certain endowed schools for which in the past the local education authority have been appointed trustees.

Clause 11 empowers the Minister, on the application of

the trustees, to modify the trusts of voluntary schools so as to ensure their continuity.

Clause 12 relieves local education authorities, universities and colleges from the duty of sending assurances of property for recording by the Minister.

In the First Schedule there is an amendment to Section 40 of the Education Act, 1944, which will enable local education authorities to bring truant children direct before a juvenile court instead of, as at present, being obliged to go first to a magistrate's court.

The additional cost to the Exchequer under Clause 1 is not expected to exceed £200,000 a year in the foreseeable future, while the extra cost to the Exchequer under Clause 9 is likely to amount to £50,000 in the first year and thereafter a negligible sum. Clauses 2 and 3 will involve some extra charge on the rates, but it will not be appreciable above that to which local education authorities are already committed in their development plans. Clauses 4 to 8 and the last amendment in the First Schedule contain provisions which will or may involve an extra charge on rates. Any increase in local authority expenditure may in turn involve an increased charge on the Exchequer under the 1944 or 1946 Act or Part I or II of the Local Government Act, 1948; the amount of the increase, while it is unlikely to be substantial, cannot be forecast.

The BBC announces that Mr. Douglas R. Allan, M.A., has been appointed Secretary of the School Broadcasting Council for Scotland and Head of Scottish School Broadcasting in succession to Mr. A. D. Adam. For the last four years Mr. Allan has been Assistant Secretary of the School Broadcasting Council for Scotland and Assistant Head of Scottish School Broadcasting.

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Dental Treatment of Children

The following reply has been sent by the Minister of Health to the British Dental Association on behalf of the Ministers of Health and Education and the Secretary of State for Scotland in answer to a memorandum submitted by the Association on 10th October, on the dental treatment of children.

"The Minister has now studied the memorandum with much care in consultation with the Secretary of State for Scotland and the Minister of Education and this letter represents the views of all three Ministers.

"The Ministers welcome the interest shown by the Association in the problem of providing dental treatment for the priority classes. They appreciate that the scheme suggested in the memorandum is intended only as a short term policy and that the Association are now engaged in considering the formulation of a long term policy. There are, however, certain principles which they consider to be fundamental to the proper organization of a dental service for the priority classes and to which in their view both short term and long term policy must have regard.

"The first is that as has been shown by experience the most effective way of providing treatment for school children is in clinics closely associated with school routine so as both to ensure the attendance of children in need of it and to cause the least interruption of their education. Treatment for younger children can most effectively be provided by a clinic service forming part of the local health authorities' general arrangements for the care of mothers and children, so as to encourage attendance and meet the convenience of the mothers.

"Secondly, it is imperative, particularly in present economic circumstances, to achieve the utmost economy in expenditure and here again experience has shown that children can be treated in clinics at a substantially lower cost than when treated by private dentists remunerated for each item of treatment on the scale of fees in operation under the general dental service.

"Thirdly, one of the fundamental difficulties facing all branches of the dental services at the present time is the shortage of dentists. In the treatment of children dental manpower can be used more economically in clinics than in private practice. As the Association themselves recognize the public dental officer working in a clinic can make the best possible use of ancillary help such as chair-side assistants and oral hygienists. In such a system the public dental officer can play his full part and achieve a most useful and satisfying position with responsibility for the full care of the child's teeth. Under the Association's proposals it would seem that responsibility would be divided, the volume of treatment the public dental officer could undertake would be materially reduced, and he would be able to do little more than act as co-ordinator."

"The Ministers therefore feel that the improvement of the special priority service for children must be sought on the lines of expanding the existing clinics rather than of transferring part of the service to private surgeries; and it is for this reason that Clauses 5 and 6 have been included in the Education (Miscellaneous Provisions) Bill now before Parliament.

"The Ministers, however, are most anxious that the maximum number of dentists should have an opportunity of working in these clinics either whole or part time and as the Association know, circulars were issued to all local health authorities and education authorities earlier this year urging them to invite dentists to give their services in this way. The Ministers are therefore particularly glad to see that the questionnaire circulated by the Association has elicited that there are a total of 583 practitioners willing

to work part time in the clinics and the Association have already been invited to ascertain the names and addresses of these practitioners and to supply them to the Department so that every effort can be made to secure their services.

"The Ministers note from the results of the Association's questionnaire that a large number of dentists share their views that the dental care of the priority classes should take first place in the public provision of dental treatment. They would like to see the private dental practitioners of each district together agreeing to accept collective responsibility for the dental care of the district's children (in so far as might be necessary to supplement the services already provided by the local authorities) and for this purpose offering part time service in the dental clinics organized by the responsible health and education authorities."

Insignia Award in Technology

City and Guilds of London Institute New Development

The City and Guilds of London Institute has, through its Department of Technology, hitherto discharged the duty laid upon it by Royal Charter to promote the advancement of technical education as an aid to industry through the medium of its certificates and awards at three levels. These are the well-known Intermediate, Final and Full Technological Certificates respectively.

The Institute considers that in certain branches of industry the time has now arrived when additional encouragement and recognition could usefully be given at a higher level than that represented by its Full Technological Certificates to those engaged in industry who continue to pursue their studies and to broaden their knowledge. In furtherance of this objective the Institute proposes to establish under its Royal Charter an *Insignia Award in Technology* which will lay emphasis upon technical training based primarily upon practical experience, supplemented by theoretical study, as distinct from the more academic approach to training for which many educational facilities and inducements already exist. This new Award is intended to be a mark of distinction for those who have combined with a sound practical training an adequate knowledge of the fundamental scientific principles of their industry, and who possess a capacity for leadership and administration.

The institution of this Award has two further objects. In the first place, it will encourage those who have completed a course of training in some branch of industry to extend their studies to its broader problems, and to widen their knowledge of the scientific principles upon which their industry is based. In this way they will become better able to apply new methods to their work and to know when to seek the assistance of those with more advanced and specialized knowledge.

The Institute also believes that the introduction of the Award will encourage students to take full advantage of the facilities provided in industry and technical colleges and will lead to the recognition of the value of practical training and experience as basic requirements.

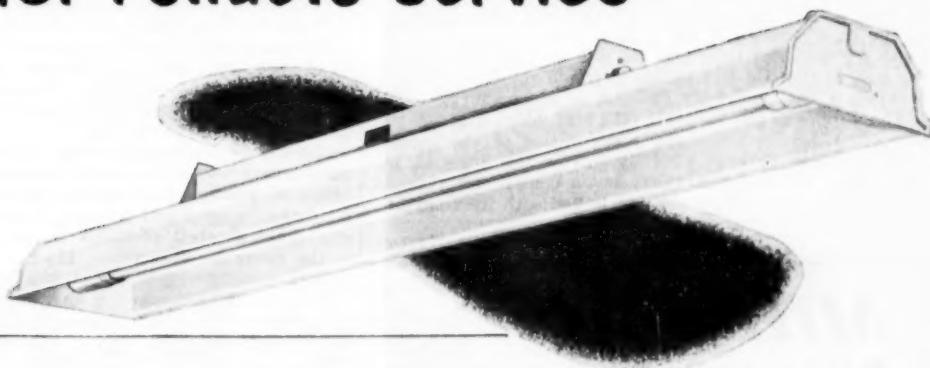
Having regard to the breadth of knowledge called for and the other conditions to be fulfilled, the standard of the Insignia Award will be well above that of any existing Full Technological Certificate. The Institute intends to introduce the Award gradually as opportunity offers in the main branches of the chemical, constructional, electrical, mechanical and textile industries.

Copies of the General Regulations governing the Insignia Award scheme, together with Notes for the Guidance of Candidates, and an Application Form for the Registration of Candidates (Form CGIA/1) will be sent to any applicant on receipt of a stamped addressed foolscap envelope addressed to The Director, Department of Technology (I.A.), 31, Brechin Place, South Kensington, London, S.W.7.

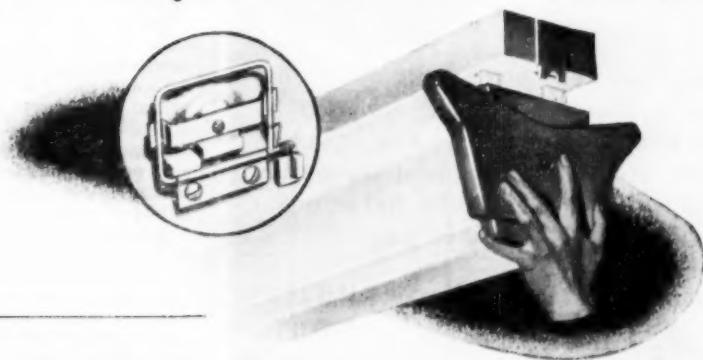
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Institute of Education Jubilee

To celebrate the Jubilee of the University of London Institute of Education the chairman of the London County Council held a reception at the County Hall last month, at which 500 guests were present including members of the Court and Senate of the University, members of the Council and Committee of Management and of the Academic Board of the Institute of Education, representatives of the Conference of Local Education Committees, chairmen of governing bodies and principals and vice-principals of the constituent training colleges, presidents of the Union Societies of the training colleges, and academic and administrative staff of the Central College of the Institute.

The London Day Training College, forerunner of the Institute, was founded by the L.C.C. fifty years ago, in October, 1902, and was probably the first college to be conducted by a local education authority in association with a university.

For the next thirty years the college, which became a School of the University in 1908, was maintained by the Council until 1932, when it passed to the control of the University. Throughout that period the Council and the University showed consistent interest and encouragement in the development of the college and a measure of the Council's material help was its gift of £150,000 towards the cost of the site and buildings which the Institute now occupies in the University Precinct at Bloomsbury.

The Jubilee of the Institute falls four years after the last important development—the inauguration of the present Area Training Scheme whereby, under the aegis of the University, no less than thirty-seven constituent training departments and colleges are now linked with the Institute.

The Case for Esperanto

[CONTRIBUTED]

An unusual petition awaits the consideration of Unesco. The forms bear the text, printed in almost every language of the world. The petition, signed by 895,432 individuals and by 492 large organizations with a total membership of 15,454,780, has thus received the support, in all, of 16,350,212 men and women living in seventy-six countries. Among the signatories is Mons. Vincent Auriol, President of the French Republic, four Ministers of State, more than 400 Members of various Parliaments, several thousands of scientists, university professors, medical men, barristers, engineers, teachers, etc., and tens of thousands of urban and rural workers.

Millions of people of every race, nation, language, religion, profession, by that document express the hope that competent international institutions will dedicate urgent and serious consideration to the language problem. The signatories ask that those institutions encourage the teaching of the international language, Esperanto, in the schools and promote the practical use of the language in international relations.

On 2nd August, 1950, the Petition was formally presented to U.N.O. at Lake Success. A few days later—on 8th August—Mr. Benjamin Cohen, Assistant General Secretary to the United Nations, sent it to Unesco as the body competent to deal with this question. The General Conference of Unesco, now sitting in Paris, has been called upon for its decision.

Unesco is undoubtedly the international organization most competent to deal with this important problem. Its aim is to promote international collaboration by means of education, science and culture. Experience has shown that one of the greatest obstacles barring the way to that goal is the language difficulty. That is well known to every person who has participated in international conferences and congresses, or who, for any reason whatever, works in international or foreign language spheres; and how many such people are there today! The ordinary traveller, the ordinary tourist, the radio listener, the cinema-goer . . . that is, almost everyone is beginning to be aware of the difficulty. One need only read the newspapers to receive proof of the urgency of the language problem in every department of international life. The fact is clearly recognized in more than one place in the basic programme of Unesco.

In official international organizations the language chaos today is greater than ever (in U.N.O. five official languages, in the Coal and Steel Community four official languages, in the International Court at the Hague two official languages, etc.). By various technical means attempts have been made to solve the problem. It has been demonstrated, however, that no kind of listening apparatus and no—not even the best—interpreters are capable of replacing the power of the living word, the forthrightness of direct speech.

While some flounder hopelessly, searching in vain for a way out of a situation for which those expedients have proved unsatisfactory—because of the simple fact of national jealousies and prestige, and the difficulty of national tongues—an ever growing number of unprejudiced people accept the solution, which Dr. L. L. Zamenhof put forward sixty-five years ago.

Esperanto—the only truly international language, not only in name but in construction and practical application—has survived, despite many obstacles, to achieve veritable triumphs. It has suffered the onslaught of natural scepticism, the prejudice of linguistic circles, two great wars, tense international situations, and even direct persecution by more than one nationalistic dictatorial regime. For its defence it has had to rely on its own innate qualities;

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its actual internationality, ease and ingenious simplicity for life's requirements. There is something more: The spirit of humanitarianism, of international understanding, not only intellectual but also of the spirit, based on complete respect for every human being, without consideration of race, nation, religion, or language, to which he or she belongs by birth.

From a mere project, Esperanto early became a living language. Today it possesses a wealth of literature, both original and translated, which represents a magnificent mosaic consisting of the most valuable gems created by the human spirit. In the language are published magazines and reviews. Several radio stations broadcast their cultural programmes in Esperanto. Various congresses and conferences take place every year solely in the international language. Well established specialist organizations of scientists, medical men, journalists and others make use of Esperanto for professional purposes. Scientists lecture in the language at the annual International Summer University. Poets take part in international competitions of the Fine Arts. In many families Esperanto is the language of the home and for many children the mother tongue. Every day the language is used in practical ways, and gives enormous advantages to its users.

Such are the facts. Such is the reality. If at times that reality, because of ignorance and deliberate disregard, is not perceived, or given inadequate attention, that, of course, in no way signifies that it does not exist. That even more indicates failure to recognize reality.

This regrettable state of affairs by which even the most eminent intellectual elite feel themselves barbarians in the sphere of foreign language could, and should, finally cease. Further, in the interests of cultural progress, and of the moral unity of the world, active participation in inter-

national life ought to be the right of all, not the privilege of the few. All this, however, is and remains, only high sounding sentiment, if for this purpose a neutral and simple language instrument is not used on a much larger scale.

Visual Aids for London Schools

In January, 1949, the London County Council approved a capital estimate of liability of £232,000 for the provision of visual aid equipment in educational establishments other than infant schools. At the November meeting of the Education Committee a report on progress which had been made over the past three years was given.

This showed that except for certain secondary special schools which do not need the equipment, all training colleges, technical colleges, secondary schools and evening institutes now have at least one cine-projector (sound model) and one or more film-strip projectors. 307 junior schools now have silent model cine-projectors and 450 have film-strip projectors.

Most of the senior establishments, says the report, have now been supplied with the minimum of visual aids apparatus and their buildings are equipped with light-excluding curtains. This year emphasis will be on equipping the junior schools. The estimate of cost of equipment for the current year is £32,070 and will include twenty-five more cine-projectors (sound) for new schools and for replacements, 180 silent model cine-projectors for junior schools, 200 film-strip projectors mainly for junior schools, twenty episopes mainly for secondary schools, thirty micro-projectors for advanced science classes, and 230 screens and stands.

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The Colour Bar

BY JUNIUS

From time to time we hear discussions on the radio concerning the conditions—economic, social and educational—under which coloured people and foreigners live in this country. We hear of West African labourers, wistful of sampling the capital of the great British Empire they have heard and read so much about, arriving in these isles and being cold shoulderered. "Nobody wants us and nobody takes any notice of us," they are heard to explain and this feeling is rendered more embittered if the sufferers have made any sacrifices at all in the wars fought to abolish wars. We know of coloured students who come here, and are welcomed and accepted in all kinds of circles. They work hard, represent their Universities on the Sports' fields, attain a good standard of qualification and in due course return to their native lands and find that the lapse of years has made little difference to them. In social status they are back to where they started; they are just educated locals who must remember their "places." Many of these students arrive here via the Colonial Office. They are partaking in a scheme which has for its long term policy the creation of dominion states capable of managing their own affairs and in the ultimate, if recent examples are anything to follow, of eliminating all others but themselves.

Empire Shrinkage

Empire shrinkage has made the problem more and more acute and the rise of nationalism and the treatment of those who have had to relinquish their posts in recent political upheavals have tended to divert the attention of potential administrators from the vistas of ports beyond the seas. All this improves the prospects of the native born who realises the advantages which will accrue to him by possessing a British qualification and so the trickle to the Universities and the technical colleges in time becomes a spate. In some university faculties the home born product finds a great difficulty in securing entrance, competition is very keen and he may not have arrived at that pitch of altruistic self sacrifice which will allow him to view with pleasant complacency his academic supercession. In the end and after much application he *may* secure admission and like most others of the same ilk, he will choose his friends and will not worry about anyone else. That is his nature and his attitude is reflected in the behaviour of neighbours in various parts of the British Isles. In the villages and small towns everyone knows everyone; in the large towns you are fortunate or perhaps unfortunate if you know your next door neighbour. In some parts you are a foreigner if your roots have not been well and truly buried in the village for many years. If, therefore, at Redbrick you may attend for three years and hardly know a soul, what chance has the student from overseas of being received into the fold and rubbing shoulders with those whose minds are presumed to influence his thoughts and actions for the remainder of his natural span.

Early Days

In the early nineteen hundreds, when coloured students were few and far between, their social conditions were supervised by kindly honorary officials of the East and West Society. Exploiting landladies were interviewed and threatened with a withdrawal of their rooms' licences issued by the University and attempts were made to form small circles of home and overseas students and to this end, week-end socials were held at which items were rendered of all kinds. On occasion the language difficulty made it impossible to discover if the meeting was being hoaxed but all was taken in good part and no-one seemed to complain.

Student Investments

Some of the students regarded themselves as investments backed by a relative or a community and to accomplish their part of the contract they never spared themselves, but worked stolidly for long hours each day and could hardly be persuaded to lay aside books and enjoy the amenities provided during the evenings. Some had not the stamina required to battle with the climate and to undertake the heavy work entailed in imbibing lectures and working in laboratories, and accordingly found the examinations difficult.

Others sought the pleasures of the towns and neglected the university work and hoped for the best. Their hopes were usually dashed and they returned to their native lands with memories and little else. There was the case of the Siamese who was befriended by the young Scottish student. At the end of his course when on the point of leaving, the Siamese remarked to his friend, "Now I am going out of your life and I shall not see you or write to you any more. So far as you are concerned I'm dead. Good-bye." And he forthwith left him and returned to Siam.

Residential Colleges

In the colleges of Oxford and Cambridge and in the halls of residence at Redbrick it is easy to meet others, especially in the society meetings, although these can be exclusive to faculty members and the minorities can be easily overlooked. If a college, say, has a legal reputation, then all the lawyers can assemble and discuss matters, but it is hard going for the chemist or physicist, and these have to join the university groups which generally meet at the various laboratories. Colour does not appear to enter into the question, but faculty does. In the cases of students in rooms the problem becomes more acute and there is a tendency towards isolationism.

In the technical colleges the coloured student is usually accepted as one of the class, a class in which all are treated alike. Much will depend upon his own attitude to other members. He may be shy or in many ways unapproachable; he may be brilliant and know it. He may be of good society in his own land and feel that here he is surrounded by inferiors; he may have been warned to beware of likely spongers. Lots of preconceived ideas may contribute to the erection of a very high iron curtain and he may be loth to leave his watch tower.

Handicaps

It is a fact that he starts with a handicap. His fellow students *also* may have preconceived ideas or they may have no ideas at all and display abysmal ignorance of the conditions obtaining in the land where their fellow student dwells. Even when the ice is broken the conversation may be restricted to certain channels, arising from the intention not to offend. How often has one been warned by a well-disposed friend not to ask questions about certain topics perhaps bordering upon such subjects as religion or politics? How often has one heard coloured students denounce the "occupying powers" for refusing to leave the country, with all it contains, to the tender mercies of the inhabitants, who may not have any better claim upon it than their conquerors. At international congresses one often hears the speech beginning with—"Now we are free from an occupying power" and wonders whether that power had failed in its attempt to introduce into that foreign colony the benefits of western civilization, had guaranteed a state of peace for nearly a hundred years and had sent an army of professional men and women to expend their lives in administering justice, in laying the foundation of a

welfare state, in planning and executing works which would promote economic stability and abolish famine and finally in training their successors to uproot them and return them to a homeland which they had forgotten and which apparently had forgotten them.

Grievances

In the outpour of grievances which preceded this freedom, the answers were often unheard, but now that "liberty" has rendered grievances redundant one is able to survey the past and recall its glories and accomplishments and to wonder whether the removal of the guiding hand will in reality effect those changes considered so necessary to the building of that earthly paradise so vividly described and dreamed about by native social reformers. Very often the overseas student is not entirely the best advertisement of his country and his reaction to his new environment may be, to say the least, unfortunate. Anyone who travels for knowledge knows that he is taking away with him which, it is hoped, will benefit his country and incidentally, him. He can also leave something behind him which even if not tangible, may, in the last resource present a pleasant memory and a lasting impression and above all a feeling that his presence would be welcomed if he ever desired to return. Restrictions which are imposed upon him in his land may not exist here and their absence may lead to his abusing his new found freedom. The moral codes may also differ widely in their interpretation, and even the absence of the Klu Klux Klan may be no indication that at the worst there may be a rigidly imposed social ostracism.

Parts to Play

All peoples have their part to play in the world and there is bound to be a desire to seek knowledge at the fountain head—where knowledge is to be got. The rates of progress

will vary from country to country depending on a host of factors and conditions. At the present time in the world's history, the white races have, on the balance, the most to give, but there is much they can receive in exchange. It is true that one cannot eat an idea, but one can breathe into it and give it life. And it is in ideas and their practical development that western civilization has so much to contribute to the world. Once these ideas are translated into development plans and schemes in the wide open spaces of the east, then in time the east will hold the gorgeous west in fee and the easterner will then have come into his own. With the development of land and industry will come the need for advancement in university and technical education and this will involve an interchange of ideas with Universities in other lands and, in consequence, an exchange of research students. It will be a great day for humanity when white students pack their bags and set out to join a university where a world recognised coloured professor holds sway in scientific achievement.

Attractions

In the meantime such creations as the welfare state including comparatively cheap educational facilities are bound to attract students of every race and colour, who desire to introduce their progressive movements to their own folks at home. We have been known to teach the Japanese how to copy our industries and we have actually supplied them with the latest machinery and then attempted to compete with them in the markets of the world by using machinery which has outlived its usefulness and long since paid for itself.

Free Trade

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who have the necessary qualifications shall be afforded equal consideration with others, overseas as well as in the mother country. We might even consider an extension of the free trade principle among the countries in those islands where the rule appears to be to extol the word British on some occasions and to be purely nationalistic on others. The coloured visitor should remember that he is not the only person who may suffer from the imposition of an iron curtain; there are lots of others, of varying shapes and sizes which can be used to good effect when the need arises. The fact is, no matter what race or colour, we are all necessary to each other if we hope to run this world of ours efficiently.

Entrance Examinations for Secondary Schools

Coaching for Intelligence Tests Condemned

Coaching for the intelligence tests used in secondary school entrance examinations is unfair and unnecessary according to a report published this month by the National Foundation for Educational Research in England and Wales. (*Secondary School Entrance Examinations*: A. F. Watts, D. A. Pidgeon, and A. Yates. Newnes Educational Publishing Co., Ltd., 3s. 6d. net.)

The Foundation's investigators carried out enquiries in London, Middlesex and Brighton schools, and made a special study of some of the factors influencing the number of marks children obtain in objective tests of Intelligence, English and Arithmetic.

The report does not challenge the general fairness and accuracy of the type of examination nowadays commonly used by local education authorities, but it examines two weaknesses in the procedure.

(a) The fact that objective tests have been found to be susceptible to the effects of coaching.

(b) The difficulty of making fine discriminations between those children whose marks are close to the borderline for grammar school entry.

Coaching

There is no case for universal coaching for intelligence tests, says the report. Coaching is unfair because teachers vary in their capacities to secure increased scores. Moreover, since children, too, vary in their response to coaching, the benefits of such a policy would be conferred on those who are capable of making rapid gains during a short period of intensive preparation. There is no evidence to show that these children are more capable than others of the sustained effort demanded by a grammar school type of education.

Coaching is unnecessary; a large-scale experiment with London school children confirmed the view that unassisted practice is, on the average, at least as effective as coaching. The investigators therefore recommend, that every child should have the opportunity of working at least two practice tests of intelligence before the examination proper.

Borderline Cases

An investigation in which ten experimental examinations were given to several classes of school children at weekly intervals showed that the composition of the borderline group and of the "pass" and "fail" groups varied from examination to examination.

Three factors caused this variation:

(a) The fact that some children were coached and others were not.

(b) The random errors produced by lack of complete reliability of the tests used.

(c) The day to day variability in the effectiveness of the children's performances.

The investigators go on to make these recommendations:

(1) Judgments of the fitness of a child for a particular course of secondary education should take into account the results of at least two examinations.

(2) Additional reliable methods of assessment should be employed in attempting to differentiate between the borderline cases.

(3) Allocation to a particular type of secondary school should not result, as it often does, in any sharp difference in the educational treatment given to those who just qualify for a grammar school course, and those who just fail to do so.

Transfer between Secondary Schools

Another investigation showed that children who stayed in primary schools and did an entrance examination a second time, increased their scores in standardised tests of English, Arithmetic and Intelligence. A comparable group who spent a year in secondary modern schools before doing the examination a second time, showed decreased scores in all three tests.

Clearly, therefore, for the efficient assessment of the suitability of older candidates for transfer from secondary modern schools to grammar schools, a type of examination is required different from that which is narrowly based on the primary school curriculum.

Prefabrication in London School Building

In order to complete the erection of eighteen primary schools included in the educational building programmes for 1950, 1951, and 1952, more quickly than traditional methods and materials would have allowed, the London County Council placed direct orders with a single firm for prefabricated components and accepted contracts based on priced quantitative schedules not relating specifically to the schools to be erected.

A Sub-Committee review presented to the December meeting of the Education Committee gives the following results of this operation. Thirteen of the schools are already occupied and four will be in use soon after Christmas. These seventeen schools are providing a total of 9,760 places just in time to meet the birth-rate "bulge." The building of the remaining school was held up by the suspension of starting dates in 1951.

In 1950 and 1951, when many projects in traditional materials were at a standstill on account of shortages, none of the construction works in these components was closed down, although some delays did occur. The total cost of the seventeen schools was £1,911,478. The Sub-Committee claim that the results have justified the method adopted.

E.S.U. Schoolboy Scholarships

English-Speaking Union Scholarships for British and American schoolboys will be awarded again in 1953. A group of well-known American private schools (the equivalent of British public schools) have generously agreed to offer a number of British public schoolboys aged 16½ to 18, free board and tuition for one year. Similar facilities for American boys will be given by a number of British public schools. Boys will enter American schools about the middle of September, 1953. Parents of successful candidates are required to pay only the cost of ocean transport and incidental expenses.

Enquiries should be addressed to the Headmaster of the candidate's present school or to Miss G. C. Cadogan, Secretary, British and American Schoolboy Scholarships Committee, The English-Speaking Union of the Commonwealth, Dartmouth House, 37, Charles Street, Berkeley Square, London, W.1.

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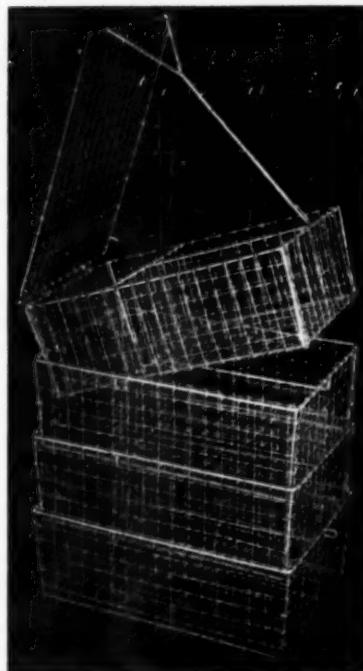
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EDUCATION REVIEW

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Month by Month

**The
Education
Bill.**

THERE is general satisfaction that Government has been able to publish in its Education (Miscellaneous Provisions) Bill a measure so generally acceptable to all educational interests and to all political parties. The Bill is concerned in the main with easing the financial burdens of those Church authorities which are concerned with the provision of schools by the removal of vexatious anomalies. *The Times Educational Supplement* notes that "the Butler Act . . . laid down the future" of the educational system of England. The new Bill, consisting of "a few uncontroversial amendments to the Acts of 1944 and 1946 . . . leaves them in essence unaltered." Mr. Butler himself has declared that the "essential fabric" is unaltered by the new Bill. The new arrangements are, as the Secretary of the Association of Education Committees wrote recently, "within the framework of the settlement of 1944." It is remarkable evidence of the greater tolerance and understanding created by that settlement that proposals to allow of "substituted" controlled schools, of the new definition of 'displaced' pupils and of grant aid for adaptations of old buildings by Aided Schools, are now regarded as uncontroversial.

* * * *

**Displaced
Pupils.** CLAUSE I will allow the Minister to pay grant on new aided schools in-so-far as they will accommodate a substantial number of pupils who have been attending or would

have attended a similar school, but who have been moved by housing or town planning developments. As the Act stands at present, a substantial number of pupils have to leave one particular school formerly attended. A pupil is not, in fact, a 'displaced' pupil unless he is one of a substantial number of similarly displaced pupils from the same school. The present definition is impracticable and does not, in fact, correctly represent the original intention of the Butler Bill. Children may be moved to new housing estates in small numbers from several schools. The Bill will allow the proposers of new voluntary schools to provide for such pupils, as was originally intended. The new clause will be greatly welcomed by the Churches concerned.

* * * *

**Substituted
Controlled
Schools.** NOT only the Church of England, but the local education authorities themselves, have urged upon the Government the need for allowing to local education authorities the power to build 'substituted' controlled

schools in circumstances similar to those which permit of the building of substituted aided schools. It was always difficult to justify the ban on the 'substituted' controlled school. The proposal does not, in fact, violate the alleged 'fundamental' principle of the Butler Act that "no grant should be made for the building of new voluntary schools." A 'substituted' controlled school is only technically a new school and, indeed, is only technically a voluntary school. In fact, such a school would be a continuation of two or more voluntary schools, discontinued as a result of such new provision, and controlled not by the Church, but by the authority. Even though they may thereby be guilty of some degree

of inconsistency, local education authorities generally will welcome the new clause as enabling them at last to provide the required school accommodation in their areas in the most effective and economical manner. This provision may have a greater effect on Development Plan finances than is at present admitted. Many proposed aided schools may now seek controlled school status. The other provision relating to voluntary schools is Clause 9. It is proposed that the Minister be allowed to make grants and loans towards the purchase and adaptation of existing buildings where these can be used for voluntary school accommodation. The figure given by the Minister indicates clearly enough that it is not expected that there will be many such proposals.

* * * *

From the Manpower Committee. CERTAIN other clauses in the new Bill originate in proposals of the Manpower Committee, although they seem to have little enough to do with manpower. One

of the most amazing provisions of the 1944 Act is the proviso to Section 37 (2). By that Sub-Section the local education authority would serve a school attendance order on a parent who failed to satisfy them that his child was receiving "efficient full-time education suitable to his age, ability and aptitude." The parent, however, has the right to select the school which his child shall be ordered to attend. The parent's choice may be most expensive, but only the Minister, by special direction, can over-rule it. Clause 4 of the new Bill transfers the duty of naming the school in the order from the parent to the local education authority, subject to a right of appeal to the Minister. This is clearly as it should be. Clause 7 is said to "clarify" the powers of local education authorities to pay *in full* the fees of pupils attending direct-grant, independent and non-maintained special schools. It is difficult to see why such a clause is necessary, if clarification is its real purpose. It is probable that the clause will have no clarifying effect but will rather restrict and diminish the powers now conferred on local education authorities by the principal Act. It is an attempt to deprive local education authorities of all discretion in this matter, and to enshrine in statute law certain provisions in a "Manual of Guidance" which have already been criticized here. The proposed reduction by Clause 13 of the period of public notice of establishing or discontinuing schools from three months to two months will be welcome to local education authorities. It may, however, prove inconvenient to diocesan education committees and other similar bodies. Clauses 5 and 6 are of separate origin. They, too, claim to clarify or remove doubt, although no doubts had, in fact, been expressed regarding a local education authority's duty to provide its own school dental service. Shortage of dentists alone has caused some recourse to the National Health Service and it is well for the children that the Act as it now stands allows such recourse. There is now some sign of an improvement in the manpower position. It may be that the shorter hours and the longer holidays, which are possible in the School Dental Service, will of themselves, in time, restore that service to its proper strength. One may welcome the very sensible provision of the Amendment to the First Schedule, which will enable local education authorities to bring truants directly before a juvenile court.

Chief Education Officers.

DR. W. P. ALEXANDER has expressed regret that the Bill does not seek to amend Section 88 of the principal Act. This requires a local education authority to appoint "a fit person to be their chief education officer," just as the Local Government Act, 1933, requires the appointment of chief officers of local authorities which may not also be education authorities. To this there appears to be no objection. Section 88, however, goes further and requires the local education authority, before making any appointment, to consult the Minister and "for the purposes of such consultation" to send to the Minister "particulars showing the name, previous experience, and qualifications of the persons from whom they propose to make a selection." The Minister is also given a right to veto any name submitted. It is presumably to these further requirements that Dr. Alexander objects. He expresses the hope—which some may regard almost as a promise, others as a threat—that at the Committee stage an appropriate clause will be introduced to carry into effect a recommendation of the Manpower Committee that these extraordinary powers be abolished. They certainly are extraordinary powers and only extraordinary necessity could justify them. It is, however, illogical to argue that appointments made since 1944 prove them to be unnecessary. They may, indeed, prove the very reverse. Of the present statutory requirements the late Dr. Ikin wrote in his commentary on the Education Act, 1944 (Pitman, 1944):

This section will satisfy demands which have been put forward . . . that the post of chief education

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officer is not less important than those posts specifically mentioned in the 1933 (Local Government) Act, and also may assist the claims of teachers, who express the opinion that any administrator appointed as chief education officer should have had experience of educational work.

The extraordinary provisions should not be repealed in haste or without regard to the circumstances and conditions which caused Parliament to enact them. They were not done secretly nor hurriedly. It was agreed by the majority in 1944 that it was necessary in the best interests of educational administration that the Minister should have and should exercise the powers in question. It may be argued that their exercise has had so salutary an effect that they are no longer needed. That, however, is not Dr. Alexander's case. It should be remembered that before the Butler Act there were local education authorities—county and county borough councils as well as Part III Authorities—that had no full-time education officers. The same situation could arise again if the safeguards of Section 88 were removed. A local education authority wishing to save on administrative expenses might decide to appoint its town or county clerk, its chief financial officer, or its children's officer to hold the position of chief education officer in plurality. Does the Association of Education Committees wish this to be even possible in 1952, as it was in 1942?

Kent to Consider Reducing Number of Divisional Executives

In a report to the September meeting of Kent County Council the Education Committee state that they have considered further the desirability of revising the system of divisional administration, which was the subject of their special report to the County Council in July. In that report the Committee recommended that major changes should be held over until the future structure of local government could be foreseen. It now appears, says the Committee, that major changes in the structure of local government are unlikely to be proposed in the near future. Having regard to this, and to the County Council's general policy in the matter of delegation of functions, the Committee consider that the possibility of reducing the number of divisions by three or four ought to be examined, as being desirable in itself and also in relation to the possibility of some further delegation of functions to the larger divisions which would thereby be created. They have, therefore, authorised a Group of Members to consider the practicability of this proposal and to enter into preliminary consultations with the appropriate County District Councils and Divisional Executives who are concerned. Any proposed action will be submitted to the Council for approval and will also be subject to approval by the Minister of Education.

During the educational year 1950-51, the latest for which figures are available, about 65 per cent. of the boys and 67 per cent. of the girls in grant-aided grammar schools left before their seventeenth birthdays.

It is estimated that the adjustment of the food subsidies will, over the whole of the current financial year, increase the cost per school meal by an average of about 7d. and the charge on the Ministry by about £1.7 million.

South-West Region Careers Advisory Council

The South-West Region Careers Advisory Council in its report for 1951-1952 says that throughout the South-West Region more than 4,000 boys and girls who stay at school after reaching sixteen years of age were given advice during the year by the Youth Employment Service.

The Council is made up of educational, professional, industrial and commercial members and advises the Minister of Labour and National Service on the problems facing older pupils in the Region.

Its report shows that the work is developing well and that all but four of the grammar schools in Gloucestershire, Somerset, Wiltshire, Devon and Cornwall, make regular use of the Youth Employment Service.

In addition to the work in maintained and grant-aided grammar schools, careers talks were given during the year in over fifty independent schools—including a number of public schools—and more than 250 visits were made to schools by officers of the Ministry to interview the older pupils.

The Council has given information to employers in the Region on the significance of the General Certificate of Education for employment purposes. It is also preparing a note on the systematic assembling of information about boys and girls, prior to the vocational guidance interview, which should be of assistance to careers masters and mistresses in their Careers work in schools.

Post-War Uniform Survey

Replies from more than thirteen hundred preparatory, grammar and public schools make up a post-war survey of school uniform requirements carried out by I. and R. Morely, Ltd., the hosiery and knitwear manufacturers. It is estimated that more than half-a-million boys and girls attend the schools covered by the survey and questionnaires were sent to nearly three thousand headmasters and headmistresses of schools in England, Scotland and Wales.

The survey shows that, in England and Wales, the school uniform tradition has now been re-established—83 per cent. of the replies said that uniform was compulsory. Generally speaking, there is more insistence on uniform wearing at girls' schools than there is at boys' schools. Scottish schools lag behind with only 29 per cent. insisting on uniform and 56 per cent. with uniform "optional."

A copy of the digest showing the main findings of the survey can be obtained from Messrs. I. and R. Morley, 1, Wood Street, London, E.C.2.

Electronics as a Career

A plea to encourage the younger generation to take up radio and electronics as a career was made by the Duke of Edinburgh at the annual dinner of the Radio Industry Council in London last month.

There were almost unlimited possibilities for radio and electronics, he said. In the relations of the people of the Commonwealth, in the industry, in the home, in defence and, as an increasing part of Great Britain's export trade, the radio industry was a growing factor in the nation's economy.

"But obviously it cannot play its proper part if there is not a big enough interest of properly qualified people," he continued. "It is a highly skilled industry and it needs highly skilled people. It is a very grave matter that there are not enough qualified radio and electronic engineers and physicists coming from the universities and technical colleges to meet the industry's requirements."

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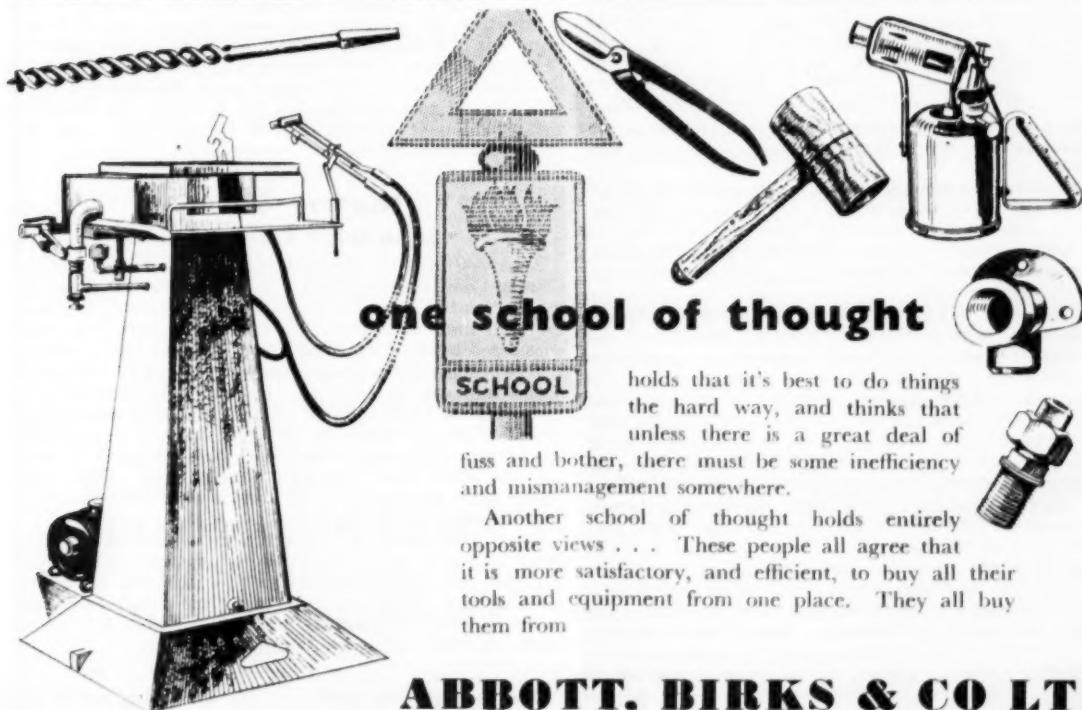


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Equal Pay

BY GORDON MILLINGTON.

Although it is a mistake to imagine that justice and equality are synonymous, much of the recurrent clamour for equal pay is based on this false assumption. The attitude of many people to this complex problem is an emotional one, blinding them to the economic facts involved, but unless the question is examined in the light of such principles, a proper appreciation of the consequences of implementing a policy of equal pay is impossible. The case of the teaching profession, moreover, presents special characteristics because it contains about twice as many women as men.

The economist sees equal pay as a device for the exclusion of a minority from a given field of employment. In occupations where a sex-differential operates, the effect of its abolition is to stabilize the new common rate at the level previously enjoyed by the majority. Where the majority, as in most cases, consists of men, this will remove the employer's main incentive to rely on female labour, which has double the sickness-rate, a very much higher wastage and a tendency to require special and expensive welfare facilities. The T.U.C. has consequently no objection to a policy which, in the industrial field, will create more jobs for men without adversely affecting wage levels. But, as Mr. J. K. Eastham, Director of the Dundee School of Economics, points out in a recent work, "In other occupations, like that of school-teaching, the enforcement of equality would be likely to exclude the men. A higher wage is paid to men because in certain circumstances there is a preference for them, and it is wished to maintain a supply for that purpose. Equality is likely to be achieved only by levelling down men's wages to women's, and this, presumably, means the exclusion of men." This is what has actually happened in the U.S.A., where the proportion of schoolmasters now teaching has dropped to ten per cent. Even the N.U.T., which began by telling the Royal Commission on Equal Pay that the sex of the teacher was a matter of no importance, ended by admitting that the establishment of a monopoly by either sex would be educationally disastrous. (Minutes of Evidence, 258-272.) Yet the N.U.T. is now strenuously advocating a policy which will drive its male members from the profession by depressing salaries below the level which a married man can accept.

Equal pay would increase the economic inferiority of the married man to the single woman, unless it were accompanied by a professional system of allowances to offset its effects and virtually restore the *status quo*. In short, equal pay creates injustices to husbands, wives and families and cannot therefore be a just policy in itself. The Beveridge report estimated that a man's earnings contain an element of family, equivalent to the maintenance of a wife and one child, and the statement would appear to have been embodied in the present family allowance scheme. If equal pay removes this element, so that it has to be restored in other ways, what is the point of removing it in the first place? The N.U.T., however, does not intend that it shall be restored, and has expressly dissociated its equal pay demand from any question of wife and family allowances. Are we then to abolish marriage and the family for schoolmasters by destroying their economic basis, and attempt to recruit an entirely celibate profession? Or is marriage to be the privilege of schoolmistresses only?

No amount of economic juggling can create wealth, and even if the women's salary level were raised to that of the men, the accompanying economic effects would rapidly reduce the value of the common salary to an intermediate level, besides acting as a concealed cut in all future salary negotiations. What the supporters of equal pay fail to realize is that the price of labour or services, like the price of any other commodity, is governed by the ineluctable

workings of the Law of Supply and Demand, and no one who has studied the reports of the Burnham Committee can fail to be aware that salaries are never fixed any higher than the bare level which enables teaching to recruit in competition with alternative employments. The difference between the men's and women's scales originated from the basic economic fact that, as long as the law imposes upon men the financial responsibilities incurred on marriage, they will refuse to work for a salary which does not permit them to fulfill those responsibilities. The local education authorities, recognizing the importance of men in the education of boys, have always been willing to pay more in order to get them. If they have to pay the same to women, whose salaries have always compared favourably with those available to them in other occupations, they will quite simply be unable to afford a common salary level high enough to attract and retain men of the requisite calibre. "We are clearly of the opinion," said the Association of Education Committees to the Royal Commission, "that the quality of your women would be on the average higher than the quality of your men, and that men of the same quality as the women would seek other professions." That is probably an understatement, for neither quality nor quantity would be available, and teaching would become, as in America, a woman's occupation.

Implicit in the equal pay question is also the whole matter of the status of the family as the basic social unit, of the economic position of the housewife, forced to desert the domestic for the economic field to the detriment of her children and herself. Masquerading as a demand for justice to women, the equal pay campaign ignores and would penalize the largest section of women in the community; it demands, in effect, not justice for women or indeed for anyone, but preferential treatment for the small minority of spinsters who can retain their jobs in the face of male competition. It has no care for the men and women it would force out of employment, or for anyone else. But these are larger issues; in the teaching profession the deprivation of schoolmasters and the depressed living standards of those who remained would be reason sufficient to make it imperative to oppose a policy so harmful both socially and educationally. Equal pay is political dynamite, which would ruin irretrievably the fortunes and future of any government rash enough to introduce it; and the politicians know it!

Nursery Schools

"Double-Shift" System Experiment

A request from the Minister of Education for the London County Council's co-operation in an experiment suggested by the Central Advisory Council for Education (England) for part-time attendance at nursery schools, has been considered by the Education Committee, who have decided that when the Conley Street nursery school at Greenwich comes into use—possibly in January, 1953—instead of it providing for forty children of nursery school age, it shall cater for two groups each of forty children in part-time attendance. One group will attend from 9 a.m. to 12 noon, and the other from 1.30 p.m. to 4.30 p.m. Only milk, orange juice and cod liver oil and rusks or biscuits will be provided for the children.

The Committee state that there are objections on educational grounds to a "double-shift" system, but pointed out that the present experiment—which will be closely watched and will be reviewed after one year's working—seems the only method at present available for accommodating more children of nursery school age.

Over the last three years approval has been given for the use of accommodation off the school premises for a total of 1,567 classes.

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We take pleasure in announcing that the London County Council have entrusted us with their order to make and supply a minimum of 400,000 to 450,000 propel and expel pencils for distribution to school children as souvenirs during the forthcoming Coronation Celebrations.

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S. G. C. FORUM

Correspondence on any phase of education and its administration is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de plume may be used for the purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.

The Combined Cadet Force

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

STR.—I was astonished to read your editorial comment concerning the Combined Cadet Force. The free expression of opinion on matters of this sort is to be welcomed, but the presentation of erroneous information is mischievous. Within my experience, which includes Maintained, Direct Grant and Independent Schools, in no cases did the Commanding Officers of the contingent not teach a full time-table, no money was allocated by the Governing Body from School funds, and no time was taken from the work of the School for work of the Cadet Force. In fact, it will be found that many Schools with a distinguished academic record, possess, at the same time, a flourishing and active contingent. I feel that the writer of the Editorial comment would find greater difficulty in reinforcing his own opinions, if he had to confine himself to factual argument.

Yours faithfully,

SYDNEY L. BAXTER.

Waterloo Grammar School,
Liverpool, 21.

University Entry

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

STR.—Mr. L. W. Taylor's letter in your last issue calls for some comment. He suggests that the warning in my article on University Entry concerning the many undergraduates with public awards who do not justify their places misrepresents the facts. It was made clear in the article that the figures related to one authority only and, since that authority is notably generous in its grants, might be exceptionally high. Nevertheless, the forty-five first-year failures out of 245 and a further twenty-five second-year failures out of 217 seemed to indicate a need for caution. Mr. Taylor's figures for 1951, 1,106 award holders out of 13,483, giving up their courses after one year, which are based on a wide survey of sixteen universities and eighteen Oxford colleges and presumably include State and Open Scholars, are much more disturbing. That all those who fell by the wayside were not necessarily thrust out as hopeless failures makes the situation no more reassuring; they were manifestly for some reason or another unfit to be there. Three points are clear:

(a) A year's grant from public funds must in far too many instances have been wasted.

(b) The time, energy and resources of the universities (precious commodities in extremely short supply) must have been misapplied, and

(c) Except in those colleges above optimum size, where the room of these students would have been more valuable than their company, it is probable that more suitable candidates were excluded.

I heartily concur with the suggestion that local authorities should be asked to get out their own figures. Other authorities might then be induced to follow the example of Swansea (a far from niggardly authority in matters of education) which has recently decided to make grants to students only after they have provided proof of their general ability to profit from a university course.

But the final word (and responsibility) lies with the universities. Headmasters are anxious to build up their sixth forms and do the best for their boys, progressive local

authorities are concerned that financial need shall not stand in the way of a boy or girl considered by a university (which is presumed to know its own business) as a fit and proper entrant. If the universities continue to be lured by the attractions of mere size, and if they go on trying to do everyone's business (for example, that of the technical colleges) as well as their own, then a lowering of their standards, their prestige and their value to the community is inevitable.

It is encouraging to notice that Oxford at least has seen the red light and reduced their undergraduate population this year from 7,027 to 6,912, while in the University of Wales also, numbers show a downward trend.

Yours faithfully,
E. FRANK CANDLIN.

College of Preceptors

"A concern for standards in education was the reason which led to the holding by the College of Preceptors of examinations for teachers as long ago as 1847" said Professor W. O. Lester Smith, President of the College, at the recent presentation of Diplomas. These examinations had been, he said, continually revised as education in the schools widened, and they were still held today for the same reason.

Candidates had entered for these Diploma examinations from all parts of the British Isles and there were overseas candidates from places as far apart as Trinidad and Australia.

The presentation of Diplomas was followed by a showing of the film "The Stockholm Story" by the Educational Foundation for Visual Aids.

During the serving of refreshments at the end of the meeting, teachers from all kinds of schools—State-aided and Independent—took the opportunity of discussing common educational problems.

* * * *

The Examinations for the College of Preceptors' Diplomas were recently revised in the light of current educational developments. This revision was carried out on the advice of and with the assistance of a number of persons eminent in education today. The examinations were held last year for the first time under the new regulations. In view of the increasing number of candidates for the diplomas of A.C.P. and L.C.P., and the enquiries that have been made from practising teachers, a statement of the standard expected might prove useful. The standard of the examination for the diploma of Associate (A.C.P.) can be considered as equivalent to the examination taken by students at the end of a two-year course at a teachers' training college. The standard of the examination for the diploma of Licentiate (L.C.P.) may be regarded as equivalent to a pass degree in a British university, but in a more restricted field. A candidate for the L.C.P. is expected to show evidence not only of a study of a particular aspect of education, but also of the ability to relate that special study to the wider problems of the particular branch of education in which he or she is engaged.

The New Certificate Examination.

The regulations for the new certificate examination were sent to a large number of independent schools. They have been discussed by the heads and staffs of these schools and in one case the specimen papers were given as an end of term test. As a result, a number of valuable and practical suggestions have been received which have been embodied in a revision of some parts of the regulations and syllabuses. The College Council is grateful for the assistance it has thus received. Copies of the revised regulations may be obtained on request to the Secretary.

National Savings Conference

Thrift in Schools Builds Character

Speaking at the Schools National Savings Conference last month, Dame Myra Curtis, Principal of Newnham College, Cambridge, said teachers could perform a service of great value to the nation, particularly for the future, if they explained the country's economic position to their pupils and persuaded them that in present circumstances more savings would relieve inflation and taxation.

There were times in the nation's history, in slumps, when private spending was to be encouraged; but it must be wise spending. At other times, such as the present, restraint in spending was in the interest of the individual and the nation.

Lord Mackintosh of Halifax, Chairman of the National Savings Committee, said the position of Savings in the schools was encouraging and the membership of school savings groups now exceeded two million. More important than the amount of money brought in was the character-building value of teaching thrift, which encouraged foresight and independence.

Lord Mackintosh thanked the teachers and the twelve Regional Schools Advisory Savings Committees for their valuable work on behalf of the Savings Movement.

Mr. G. N. Flemming, Permanent Secretary to the Ministry of Education, said his ministry much appreciated the work which the Savings Movement was doing in the schools. Children could not regard savings from the long-term standpoint as adults could, but even short-term saving had educational value.

Mr. E. C. H. Jones, Secretary of the National Savings Committee, said the teachers had made a tremendous contribution to the cause of thrift. Teachers had much in

common with gardeners in knowing how to link the past with the present and the future.

Chairman of the Conference was Mr. Leslie Steains, who asked the delegates to convert those headmasters and teachers who hadn't yet realised the need to teach children the importance of thrift and the vital part which money played in the life of the individual and the country.

Child Safety Painting Book

The Nuffield Organization children's Safety Booklet "Look Before You Leap," is again available free to educational authorities and teachers who should apply direct to the Central Publicity Department, Morris Motors Ltd., Cowley, Oxford. This is the eleventh edition of the booklet which describes in rhyme and attractively coloured drawings the road traffic misbehaviour of Sammy Hare.

The page opposite each drawing contains only an outline sketch of the picture so that the children can paint in the same colours or those of their own choice.

Altogether to date 650,000 copies of this booklet have been distributed to teachers and educational authorities, who all speak highly of its value as a medium for implanting road safety principles in the mind of youngsters between five and seven years of age.

The estimated average weekly cost in 1952-53 of a child in the care of local authorities in England and Wales is £3 18s. 8d.; this figure includes the cost of administration, and of the supervision of children placed privately apart from their parents. The cost of maintenance alone is £3 6s. 4d.

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Agricultural Education

The Minister of Agriculture and Fisheries, after consultation with the Minister of Education, has set up a Working Party with the following terms of reference:

"To review the relations between the agricultural education service of Local Authorities and the National Agricultural Advisory Service, and to make proposals for their more effective co-operation; to examine the need for an inspectorate of agricultural education; and to consider the future of the Joint Advisory Committee on Agricultural Education."

The membership of the Working Party is as follows:

Lord Carrington, M.C., Joint Parliamentary Secretary to the Ministry of Agriculture and Fisheries. (Chairman.)

F. Bray, C.B., Under-Secretary in the Ministry of Education.

E. Shaw Browne, J.P., Chairman of the Notts. Agricultural Executive Committee.

W. S. Gibson, Provincial Director, National Agricultural Advisory Service.

Dr. T. Loveday, Chairman of the Joint Advisory Committee on Agricultural Education.

J. H. Parker Oxspring, M.B.E., Director of Education, Staffordshire.

Professor R. Alun Roberts, University College of North Wales, Bangor.

F. Rollinson, M.B.E., officer of the National Union of Agricultural Workers, recently retired.

Sir James Scott-Watson, C.B.E., M.C., Chief Scientific Adviser to the Ministry of Agriculture and Fisheries.

W. J. Simmons, J.P., Farmer.

Sir Offray Wakeman, Bt., D.L., J.P., Chairman of the Shropshire Education Committee.

C. H. M. Wilcox, Under-Secretary in the Ministry of Agriculture and Fisheries.

Any organization or individual interested in questions within the Working Party's terms of reference is invited to submit written evidence. Requests to give oral evidence will be considered. The Secretary to the Working Party is Mr. H. F. Greenfield, and all communications should be sent to him at the Ministry of Agriculture and Fisheries, 1-4, Cambridge Terrace, Regent's Park, London, N.W.1.

Christmas Lectures for Secondary School Pupils

How will space be crossed? What shall we find on other planets? Enterprising boys and girls who want to know what is being done to achieve interplanetary travel have the chance to find out. A lecture specially for them is being given by Mr. G. V. E. Thompson of the British Interplanetary Society at Hammersmith School of Building and Arts and Crafts on December 29th.

This is one of the 1952 series of Christmas Holiday Lectures which are arranged annually by the L.C.C. for pupils at London secondary schools. These lectures, each given by a specialist in his subject, have become increasingly popular. Nearly 5,000 applications were received for the 1951 series. No charge for admission is made and children go to as many of the talks as they wish, tickets being obtained from their head teachers. Many of the lectures are illustrated by demonstrations and experiments.

This year most of the subjects have a very up-to-date note about them. "The Shape of Ships to Come" is the title of a lecture to be given by Commander A. C. Hardy, at the Institute of Marine Engineers. Radar and television also find their place in the programme and a particularly interesting lecture may be that on experiments in artificial rain-making by Mr. B. J. Mason, Lecturer in Meteorology at the Imperial College. This talk is to be illustrated by a film and by lantern slides and there will be a practical demonstration of "seeding" a model cloud.

Derbyshire County Library

Despite a slowing down of the development programme, owing to restrictions on building, the 1951-52 report of the Derbyshire County Library shows a year of progress.

Last year, the report recalls, saw the birth of the School Library Service and this year concrete results have been obtained from the assistance given to schools in establishing libraries which can play a full part in school life. The aim of the service is to establish in each school in the area a library containing books likely to be helpful in all forms of school life and to help children not only to find and use the particular books which interest them at the moment, but also to show them how books and subjects are related, and how one book leads to another. It is also hoped that such methods will help children in their use of adult libraries in after-school life.

The report also records the completion during the year of an effective rural mobile library service. Eight mobile libraries now cover all parts of the county containing places with not more than about 1,000 population, and in doing so, serve rural readers at 1,720 calling points. As a result the Derbyshire countryman living in farm, cottage, hamlet and village, receives a lending library service comparable with that to which townsmen have long been accustomed.

The library serves a population of 486,700 and the issues for 1951-52 total 5,251,771 against 4,538,488 last year. The book stock at 722,206 volumes shows an increase of 35,450.

Apprentice Examination Successes

Thirty members of the Apprentice Training Scheme in the Hayes group of factories of the Fairey Aviation Co., Ltd., were recently presented with prizes by Mr. Richard Fairey in recognition of examination successes over the past twelve months.

Nine apprentices, who obtained their Higher National Certificates, each received a cheque for £10. The others each received £5 to mark success in the Ordinary National Certificate Examination and the City and Guilds Intermediate Machine Shop Engineering, Carpentry and Joinery and Sheet Metal Work Courses.

In addition to the above successes, Mr. Denis Howe, has been awarded the Clayton Fellowship for 1951 by the Institution of Mechanical Engineers, to enable him to continue research work at the Cranfield College of Aeronautics. He entered the College with an S.B.A.C. Scholarship tenable for two years in October, 1949, after receiving the Institution's supreme award—the Hele-Shaw Prize and Gold Medal.

Mr. R. Prizeman has received a Middlesex County grant and is also at Cranfield; and Mr. D. Brown, who was awarded a National Scholarship, is at Bristol University.

The prizes referred to above are presented annually by the company. At the present time there are 260 apprentices under training in the Hayes Group of factories and ninety-seven in the Stockport Group. Most of the Hayes apprentices complete their theoretical studies at Southall Technical College; the remainder at Acton, Twickenham and Wandsworth Technical Colleges.

On September 30th there were nine comprehensive schools under construction—six in London, two in Coventry and one in Oldham.

To make an Income Tax allowance of £50 a year to all parents whose children attend independent schools and thus relieve public funds of the cost of their education would cost £7 million a year.



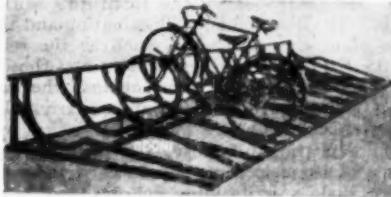
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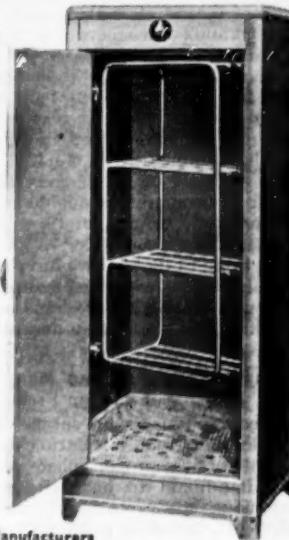
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BOOK NOTES

A Hundred Years of Education, by A. D. C. Peterson, O.B.E., M.A. (Duckworth, 21s. net.)

It has long been a conviction of the present writer that the people who ought to write books about education (if they only had the time) are those actually engaged on the day-to-day work "in the field," rather than those who view it from the comparative detachment of the administrative office or the professorial chair. The questionable dictum that spectators see most of the game is certainly not true of education. A survey of educational development and progress over the last hundred years written by a practising schoolmaster of distinction holds the promise, therefore, of something different from the many similar surveys that have appeared of recent years. And the reader will not be disappointed.

The historical survey itself is sane, balanced, and within its limitations complete. Clearly any bird's-eye view in one volume of educational development throughout the West covering so crowded and formative a period as the past century must leave out much. If we feel a passing regret that an account of the early days of the W.E.A. should mention Archbishop Temple while ignoring Albert Mansbridge, or that the "Handbook of Suggestions" should be praised without a mention of Robert Morant, we must accept the author's explanation that all but the most significant details have had to be excluded. For his concern has been, not to record a mere catalogue of events, but to show the lines upon which educational theory and practice have developed, so that the present may be truly understood in relation to and against the background of the past.

And it is here that the true value of the book lies. Mr. Peterson is no passive, sponge-like historian. He has something to say about what he records, and his commentaries and conclusions are personal, pungent and salutary. Which brings us to the Epilogue. Having told his story, and cleared up such matters as the recruitment and training of teachers and the problems of the examination system, which do not fit into the main narrative, the author allows himself the luxury of an epilogue in which he has a fling at his own pet aversions and rides his own hobby-horses. Every teacher will read this with huge delight and many deep-mouthed "Amens." His analysis of the administrative mind, delighting in complicated yet tidy systems and preferring what is measurably useless to what is intangibly valuable is brilliant indeed; no mere tilting at windmills this, but reasonable and well-substantiated conviction. An excellent book; quite the best thing of its kind we have seen for a long time. A copy should be in every education department and training college library—not perhaps as a substitute for Professor Kandel, but as a lively and stimulating supplement.—C.

Climate, Vegetation and Man, by Leonard Hadlow, B.A. (University of London Press, 8s. 6d. net.)

Geography is a wide subject indeed, for it ranges over the whole life of man in relation to his environment. Not only has it its own proper sphere of study, but it serves also as the handmaid to history and economics, to civics and language study, to navigation, astronomy and biology. Difficult, therefore, is the task of the planner of a geography syllabus which shall meet all demands and cater for all needs. In the "Fundamental Geography" series, world geography as a whole is treated in each of five books, but from a different aspect. In this latest volume (Book 3) the theme is climate and its effects on vegetation and man.

First the conditions governing climatic phenomena are discussed, next the effects of climate on vegetation and finally the major climatic regions are described with special emphasis on the way in which climate governs the activities of man. The treatment is lively and interesting, the many maps and diagrams clear and intelligible and the photographic illustrations well chosen. A sound, stimulating text-book for third forms.—C.

* * * * *

Canada, by Alexander M. Russell, M.A. (Oliver and Boyd.)

This is a further volume in the excellent *One Approach* History/Geography series, designed to give the child who is to leave school at fifteen an impression of the life and character of other lands as they are today. The approach is through human geography and social history. The treatment is lively and there are many convincing photographs of people at home and at work. Canada, with its stirring history and stimulating variety of present-day interests provides admirable material and good use is made of it. The exercises are practical and within the range of those for whom the book is intended. Well up to the standard of the earlier volumes in the series.—C.

* * * * *

University of London Institute of Education Jubilee Lectures. (Evans Brothers, 10s. 6d. net.)

The praising of famous men—or institutions—is ever a worthy occupation. And when the institution is one that has made so outstanding a contribution to the profession it serves as the University of London Institute of Education, something special in the way of encomium is called for. This we are certainly given in the lectures here gathered together in book form. The occasion was the fiftieth anniversary of the foundation of the Institute, known to an earlier generation as the London Day Training College, or more familiarly "London Day." Reading through these pages will bring back many memories to that older generation. Names such as John Adams, Percy Nunn, Cyril Burt, Hamley, conjure up for them Southampton Row days that are past. The story is told of the small early beginnings, the rapid expansion of the College's work and sphere of usefulness, particularly after the first world war, the transfer from the L.C.C. to the University, and finally the move to the Bloomsbury site.

But there is a great deal more here than mere history and reminiscence. For the story of this unique institution is the story of British Education over the past fifty years. Each new development has been reflected in the activities and the organization of the Institute. Many of the lecturers, too, have used the aspect of the Institute's work allotted to them as a starting point for illuminating and thoughtful discussion of much wider issues such as the relationship between the British educational system and those of other countries, and the 1944 Act seen against the pattern of the times. Quite apart from the appeal they will have to past students of the College and those with a specialised interest in educational history, the general import and significance of these lectures should earn them a place on the library shelves of training colleges and institutes of education throughout the country.—C.

* * * * *

A Structural Latin Course, Book II, by H. G. Lord, M.A. (University of London Press, 9s. net.)

Book II of this new Latin Course confirms the high opinion expressed in these columns on the appearance of Book I. The same method is used of making the Latin lesson serve also as the basis of language study in general. Everything is done to ensure that the pupil shall not experience that despair which comes not from the difficulty itself but from the lack of means to solve it. By introducing "real" Latin from the start, with an authentic Roman

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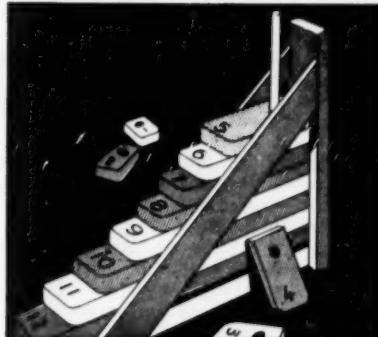
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What is Freedom? By Bertrand Russell. **Does Stalin Mean War?** By Lieut.-Gen. Sir Francis Tuker. (Batchworth; Is. 6d. net.)

Two further *Background Books*, a useful series of booklets on current affairs seeking to give the answers to some of the questions intelligent men and women are asking about what is happening in the world around them. The first gives the considered views of Britain's greatest living philosopher on the different kinds of human freedom and how they are to be achieved, the second offers a professional soldier's cool appraisement of Russia's military intentions and their chances of success.—C.

The Selection of University Students, by F. W. Warburton. (Manchester University Press, 4s. 6d. net.)

There has never been a time when Britain depended more on the lead that only the best brains in the country can give. We can no longer afford the luxury of allowing first-rate intelligence to go to waste through failure to detect and develop it. Ample provision for this development has been made available by the rapid expansion in the number of university places; it now remains for us to ensure that these places are filled to the best advantage. Dr. Warburton's survey, therefore, of the current methods of selection for university entry has come at an opportune moment. And the picture that emerges is not altogether reassuring. He begins by reminding us that 40 per cent. of grammar school pupils who do not go to the university have ability equal to that of those who do and that some five per cent. of the population generally have an intelligence equal or superior to that of the average Honours degree student. There is, therefore, a sufficient reservoir of potential talent. Take this in conjunction with the poor showing made by far too many of those who do get to the university and it becomes obvious that our selection techniques are in need of overhaul. Dr. Warburton does not dogmatise about what should be done. He states the case for further investigation and research, and suggests some lines along which these might be carried out. There is nothing startlingly new here to those who have followed discussions of this problem at conferences and in the educational press. The value of the outline lies rather in the timeliness of its carefully documented statement of the issues and its clear insistence on the need for further action. The ball is now at the feet of the universities themselves.—C.

An Introduction to Teaching, by H. C. Barnard, M.A., D.Lit. (University of London Press, 9s. 6d. net.)

The training college student could find no better book with which to begin—and end—his course of reading than Professor Barnard's study of the teacher's job. An astonishingly wide range of topics is covered and even the most controversial are treated objectively, impartially. This is not to say that the author has no views of his own,

but his approach is ever the empirical one; he possesses to the full the qualities of moderation, of willingness to accept the best of anything new without throwing over what in past experience has proved of value. His book is mellow with ripe wisdom, warmed with a modest, kindly humanity and salted well with humour. Although not pretending to be a compendium of "tips for teachers," it is packed with words of wisdom for the beginner, based on the writer's own teaching experience, for he does not belong to that class of "those who cannot teach, teach how to teach." The professional teacher of longer standing, too, will find in it much of more than passing interest, whether he reads straight through or dips here and there into its thirty succinct chapters, each with its added list of two or three carefully chosen and up-to-date books for further reading. There is something here of Prospero-like validation to a lifetime's work, a residue of wheat after the chaff of empty, sterile theory has been winnowed away. The pace is never forced, the strident querulous note of the doctrinaire is wholly absent. Every widely held theory (and some not so widely held) is given its due place, but no more. It is for this reason we suggest the novice should begin and end his reading here—using the book first as an introduction to the profession and its problems, and then—after he has battled his way through all the arguing "about it and about," as a means of setting all in its true proportion so that only what is really significant remains with him. We cannot pay Professor Barnard's gift to the teaching profession a higher compliment than to recommend it respectfully to all lecturers in education in the hope that they will first read it themselves and then pass it on to their students.—C.

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The choice of subjects has been based on suggestions received from abroad. The Boxes most in demand have been those directly concerned with the interests of well-organized professional or social groups, such as medical men, welfare workers, teachers, police, trade unionists, co-operators, adult educationists and local government officers.

Study boxes on two subjects adapted from those sent overseas by the British Council are to be made available in the United Kingdom. The Hansard Society has arranged to supply a Study Box on Parliamentary Government, and the British Drama League will supply one on Amateur Drama.

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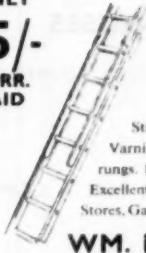
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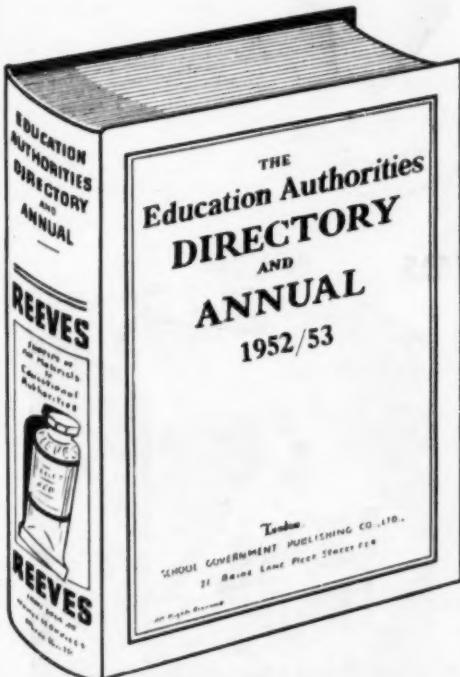
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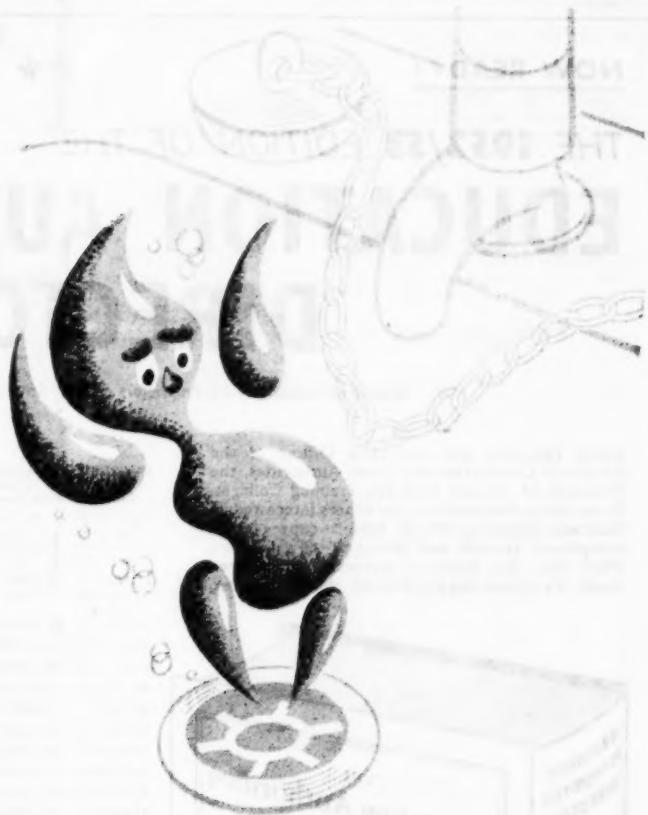
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